



Staff-student partnership - a mind-set change for all

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RAISE

Researching, Advancing &
Inspiring Student Engagement

Annual Conference 2017

*Perspectives on student engagement;
looking forward...thinking back*



6th- 8th September 2017
Manchester Metropolitan University

#RAISE17
@RAISE_network

Welcome to RAISE 2017

On behalf of the RAISE Organising Committee may I offer all delegates a very warm welcome to RAISE17, which returns to Manchester for a second time. The major theme of this conference is reconsidering what student engagement is all about. As both an idea and set of practices, SE has become widespread. However given that it has been taken up by so many people in a wide range of roles and in such a diversity of HE contexts, instead of clarity and unity of understanding about SE, it seems to have got more ambiguous and unclear. Has HE been appropriated by neo-liberal agendas as some suggest? Has the enthusiasm of some of the practitioners, created forms of SE which are an imposition on students and cast those who do not take up the so called 'SE opportunities' as *disengaged* undermined the virtues of promoting engagement that the original advocates intended?



We hope not! RAISE17 is intended to revitalise the student engagement movement, reflect on progress and remind ourselves why we decided to create RAISE and put student engagement at the heart of all that we do. At the same time we all look forward to hearing about exciting new ideas and good policies and practices, so we can learn from each other in a space where all are welcome.

Colin Bryson, Chair of RAISE

Welcome to Student delegates

"It gives me great pleasure to welcome students and everyone to the cutting-edge RAISE Conference 2017. My name is Stella, currently a final year postgraduate researcher at the University of Sunderland and a student committee member of RAISE.

I am excited to be part of the great team, RAISE, and the RAISE17 conference, that targets creating insights into the student engagement on both national and international platforms



I am hopeful that you enjoy every opportunity that this conference creates towards furthering your own engagement."

Stella Faluke, RAISE Committee Member

About RAISE

RAISE is a network of academics, practitioners, advisors and student representatives drawn from the Higher Education Sector who are working and/or interested in researching and promoting student engagement.

The Aims of RAISE are:

1. To come together for beneficial scholarly discussion, sharing ideas and creating collaborative projects.
2. To involve and work with students in partnership
3. To promote and disseminate good practice
4. To influence policy and encourage focus and investment in SE
5. To create a bank of resources and share this openly
6. To facilitate communication among our members

This is delivered through organising an annual conference and events, running special interest groups, supporting our own journal and other publications, lobbying policy makers and funders and collaborating with other organisations and networks with allied interests.

For more information about RAISE:

Visit the RAISE website: <http://www.raise-network.com>

Follow us on twitter: @RAISEnetwork

e-mail: info@raise-network.com

Journal of Student Engagement in Higher Education



Student Engagement in Higher Education Journal is an international peer-reviewed journal publishing contributions dealing with student engagement in Higher Education from a disciplinary or multi-disciplinary perspective. We welcome submissions from those working and studying in Higher Education.

The focus of the journal reflects the focus of RAISE: research, theory, practice and policy about student engagement. We adopt a very broad definition of student engagement as this is a multi-construct. This includes all forms of work around student voice, student participation and students as partners.

Volume 1, issue 2 is being launched at the conference. You can find out more about submission, formats, policies and the organisation of the journal at a special workshop session on Wednesday at 15:15 in room 3.12. We offer a mentoring service to previously unpublished authors, so please come along and

discuss your ideas, or chat to Rachel Forsyth, Editor-in-Chief, at the conference.

If you are interested in acting as a Reviewer or Mentor, or member of the Editorial Board, please get in touch. Previous experience is not required, as induction and training are provided.

To contact the editors: sehej@raise-network.com

Welcome to Manchester Metropolitan University

Welcome to Manchester Metropolitan University -Here to make an impact on Manchester, our nation and beyond.

We are a great, modern university, in a great global city, here to make an impact on Manchester, our nation and beyond, with a driving ambition to discover and disseminate knowledge, and make higher education accessible and beneficial to all those with the passion

and ability to succeed. We work closely with our city, with business, the community and our academic peers - locally, nationally and internationally - to be inventive and creative, generate great opportunities, and enable our students, colleagues and everyone whose lives we touch to make an impact.

Conference Venue – Brooks Building

53 Bonsall St, Manchester M15 6GX

Brooks Ground Floor floorplan



Key	Stairs	Meeting Rooms Unless otherwise stated all meeting rooms are Cabaret layout
	Lift	Room Number (capacity)
	Toilets - all toilets are accessible unless otherwise stated	

Manchester Metropolitan University
Conference and Events

+44 (0)161 247 1565 www.mmu.ac.uk/venues [mmuconference](https://twitter.com/mmuconference)

RAISE 17 Agenda at a glance – and rooms
Wednesday 6th September 2017 – Day 1
Brooks Building

Time	Item	Room(s)
09:30 – 10:30	Registration & Refreshments	Reception area
10:30 – 11:15	Keynote 1 – Professor Sally Brown	G29
11:25 – 12:15	Networking Event (with refreshments)	TBA
12:15 – 13:15	Parallel Session 1 1.11 Myers et al; Mclean; Madriaga; Hibberd 1.12 Cameron & Mallie; Marie et al 1.13 Brooke et al; Waters-Marsh 1.14 Shaw & Humphey; Buglear 1.15 Morgavi; Hayman 1.16 Clarke; Mindano & Hope	2.12 2.15 2.16 2.17 2.18 2.19
13:15 – 14:15	Lunch	Dining room
14:15 – 15:15	Parallel Session 2 2.11 Lefever et al 2.12 Bryson & Bryashaw; Lowe & Humphrey 2.13 Weller: Cattaneo 2.14 O'Connor; Sellars et al 2.16 Owens	2.12 2.15 2.16 2.17 2.19
15:15 – 15:45	Refreshment Break	Reception area
15:45 – 16:45	Parallel Session 3 3.11 Kirk and Bryson: Myers et al 3.12 Forsyth 3.13 Dillon-Lee & Peksa 3.14 Horton et al 3.15 Heaton et al 3.16 Vasileiou & Banyard	2.12 2.15 2.16 2.17 2.18 2.19
Free time for delegates to check into hotels		
18:00	Journal Launch and Wine Reception for REACT Special Issue of Journal of Educational Innovation, Partnership & Change	Reception
19:30	Informal Social at the Rain Bar for bar food and drinks 80 Great Bridgewater Street, MI 5JG	

Thursday 7th September 2017 – Day 2

Time	Item	Room(s)
08:30 – 09:30	Registration & Refreshments	Reception area
09:30 – 10:30	Parallel Session 4	

	4.11 Struan & Ramsay; Wilson-Thomas & Chesterman 4.12 Harley et al; Reinheimer-Jones & Thurgood 4.13 Leake; Choate 4.14 Bunn; Edwards 4.15 Worsley & Gibbs; Smith 4.16 Smith	2.12 2.15 2.16 2.17 2.18 2.19
10:45 – 11:45	Poster Session (with refreshments)	Reception area
12:00 – 13:00	Parallel Session 5 5.11 Marks et al; George; Thompson & Blackley: Means; Bride 5.12 Fostier et al 5.13 Sweasey; Stowell 5.14 McVeigh & Salisu; Short & Gallacher 5.15 Delauzan; Millard 5.16 Foster & Allen; Ritchie et al	2.12 2.15 2.16 2.17 2.18 2.19
13:00 – 14:30	Lunch Annual General Meeting (with committee elections)	Dining room 2.12
14:30 – 15:30	Plenary- RAISE Looking Forward	G29
15:45 – 16:45	Parallel Session 6 6.11 Yorke; Miller & Wilson 6.12 Graham & Furlonger 6.13 O'Reilly 6.14 Hibberd & Allington 6.15 Geary & Morris: Hayes et al 6.16 Crowson & Gomersall	2.12 2.15 2.16 2.17 2.18 2.19
Free time for delegates to check into hotels		
19:00	Conference Dinner	Business School

Friday 8th September 2017 – Day 3

Time	Item	Room(s)
08:30 – 09:30	Registration & Refreshments	Reception area
09:30 – 10:30	Special Interest Groups Assessment Digital Inclusive Practice Partnership Postgraduate & Professional Practice Research and Evaluation	2.12 2.15 2.16 2.17 2.18 2.19
10:45 – 11:45	Parallel Session 7 7.11 Southal & Wason; Bows & Wild 7.12 Joubert & Chen; Bailey et al 7.13 Renaud; Ladwa 7.14 Wilson; Bovill 7.15 Maxwell-Stuart; Hope 7.16 O'Brien et al; Chilvers et al	2.12 2.15 2.16 2.17 2.18 2.19
12:00 – 13:00	Parallel Session 8 8.11 Becker et al; Curran 8.12 Fuala et al; Clark 8.13 McKay et al; 8.14 Lowe 8.15 Lubicz-Nawrocka 8.16 Smith et al	2.12 2.15 2.16 2.17 2.18 2.19
13:00 – 14:00	Lunch	Dining room
14:00 – 15:00	Keynote 2 – William Carey	G29
15:00 – 15:30	Awards, Details of Conference 2018	G29
15:30	Close	

DATE FOR THE DIARY – RAISE 2018

Sheffield Hallam University

5th – 7th September 2018

Agenda in detail (Titles and Abstracts):

for full abstracts and biographies see:

<http://www.raise-network.com/events/conference/>

Wednesday 6th September 2017 – Day 1

09:30 – 0:30	Registration & Refreshments
10:30 – 10:35	Welcome from Professor Helen Laville, Manchester Metropolitan University
10:35 – 11:15	Keynote 1 – Professor Sally Brown

Engaging students creatively to maximise student retention and achievement?

Professor Sally Brown

Engaged students are more successful, tend not to drop-out and have more positive experiences of higher education than the disenchanted ones who are wholly strategic in their behaviours or who switch off altogether. They also tend to be more enjoyable and rewarding to teach.

In this keynote, I will explore how we help our students to act in beneficial ways that aid their engagement



Sally Brown enjoys life as an Independent Consultant and Emerita Professor at Leeds Beckett University. She is also Visiting Professor at the University of Plymouth, the University of South Wales and at Liverpool John Moores. She is a Principal Fellow of the Higher Education Academy, is a Staff and Educational Development Association Senior Fellow and a UK National Teaching Fellow.

11:25 – 12:15	Networking Event (with refreshments)
12:15 – 13:15	Parallel Session 1
1.11 Papers & Pechakuchas	<p>More than the sum of its parts – student-staff collaboration in educational research Dr Janette Myers, Uchechi Eseonu & Laila Yaquby <i>St George's, University of London</i></p> <p>Collaborative research has benefitted from a combination of student and staff experience to provide a more rounded picture of student approaches to study than would otherwise have been possible. We will explain this version of engagement in practice, showing how together we created a new understanding of learning practices.</p> <p>Get Hired: An employability and communications collaboration exploring SE as a life-long learning activity beyond the boundaries of discrete academic disciplines. Ed McLean <i>Royal Holloway, University of London</i></p> <p>Get Hired was an innovative employability project at RHUL which was a collaboration between careers service staff, the internal communications team and students. Using technology (Facebook live and Moodle) the project emphasised the longitudinal and sustainable aspects of SE, such as developing active citizens, beyond the boundaries of discipline-specific curricula.</p>

	<p>A narrative approach to student engagement: “Really? Is that it? Student engagement?” Manny Madriaga <i>Sheffield Hallam University</i></p> <p>Drawing on the tradition of critical race theory, the proposed Pecha Kucha presentation is an attempt of introducing a (counter)narrative on student engagement.</p> <p>Oil and Water: Are targets compatible with partnership and student engagement? Jake Hibberd <i>University of Exeter</i></p> <p>This paper will ask delegates to reflect on the uncomfortable subject of whether targets and benchmarking tools, as common as they are in HE today, are compatible with partnership. If so, what benefits do they bring to student engagement policy, and what do we need to consider when using targets?</p>
1.12 Papers	<p>Students making Small Talk: student-led clinical learning in speech and language therapy Helen Cameron & Nicola Malley <i>University of Sheffield</i></p> <p>Students making Small Talk is an example of student engagement practice in a clinical training programme context. Speech and language therapy students collaborated with staff to design, pilot and evaluate a new clinical placement working with young children. The outcomes from this project and the learning will be discussed.</p> <p>Experiences from a pilot: Student Reviewers of Teaching Jenny Marie, Jesper Hnasen, Joseph Thorogood, Manuela Elliott, and Giacomo Piccolo <i>UCL</i></p> <p>Over the spring term 2017 UCL ChangeMakers piloted a scheme to whereby students and staff investigated an aspect of teaching practice in partnership, through dialogue about classroom teaching practice, VLEs and assignment briefs. This paper relates experiences of the scheme from staff, student and institutional perspectives.</p>
1.13 Papers	<p>What is student engagement to us and why do we get involved? Jasmin Brooke, Jack Cooper, Hazel Gordon and Georgina Brayshaw <i>Newcastle University</i></p> <p>A student-led project exploring why certain students get involved with certain university schemes, and if these schemes have met students' expectations.</p> <p>Students Creating Change Helen Waters-Marsh <i>Bishop Grosseteste University</i></p> <p>This 20-minute presentation will focus on the origins of the Students Creating Change (SCC) project at Bishop Grosseteste University. Situated in Lincolnshire, a small HEI with a distinctive profile, history and student make-up, BGU represents a model for how student engagement can be done at non-traditional higher education institutions or specialist higher education institutions</p>

<p>1.14 Paper</p>	<p>1.14 The REACT Systematic Literature Review: Descriptions of and Methods to Engage ‘Hard to Reach’ Students Cassie Shaw & Owen Humphrey <i>The University of Winchester</i></p> <p>This paper presents the findings from the systematic literature review of ‘hard to reach’ students by the REACT project. In this session we will engage with the literature, explore the findings from the research and invite discussion around the problematic nature of the term ‘hard to reach’.</p> <p>On Your Marks: A Study of Student Attitudes to Assessment and Feedback John Buglear <i>Nottingham Trent University</i></p> <p>This paper presents the results of a survey of over 100 final students seeking their attitudes towards assessment. The results demonstrate the significance to student of assessment and the feedback on it. Preferences of type of assessment, means of feedback and choice of assessment type are revealed.</p>
<p>1.15 Papers</p>	<p>Crossing boundaries: the moral and political force of SE when working with international students. People and practices across the frontiers of learning. Anna Claudia Morgavi <i>Melton College, York/Durham University</i></p> <p>This paper will address why SE is a vital element in working with international students, by theoretically linking the six new pedagogical ideas for the future of a flexible HE, ontological and epistemological tenets of SE, and the challenges involved in organising social programmes in an multinational College.</p> <p>Exploring Social Integration of Sport Students during the Transition to University Dr Rick Hayman <i>Northumbria University</i></p> <p>A failure to socially integrate can negatively impact a student’s university experience. Research exploring sports student’s experiences of this transition is sparse. Second year peer mentors interviewed nine first year students. Implications to aid effective university policy and practice to improve student retention, attainment and progression will be discussed.</p>
<p>1.16 Papers</p>	<p>Student Partnership Agreements: Impact and change Hannah Clarke <i>sparqs (Student Partnerships in Quality Scotland)</i></p> <p>Since 2013 Student Partnership Agreements (SPAs) have been a tool to enhance student partnership at a strategic level to improve the quality of learning and teaching. This paper will evaluate the progress of SPAs in the Scottish sector and discuss how we might extend their use to evaluate and demonstrate impact of enhancement and partnership activity.</p> <p>Does ‘student voice’ mean anything to students and does anyone listen to it? George Mindano & Julia Hope <i>University of Kent</i></p> <p>Although ‘student voice’ has become crucial in contemporary higher education, this qualitative study answers important questions missing in literature. These include: what student voice means to the wider student body,</p>

	what motivates them to express their voice, if they think they have a voice and if anyone listens to it.
13:15 – 14:15	Lunch
14:15 – 15:15	Parallel Session 2
2.11 - Symposium	<p>Peer Assisted Learning in Pre-Sessional English Programme (PAL in PREP) Ruth Lefever, Sonia Sanhhera, Zahraa Abdulhassan & Mohammed Ben Sherada <i>University of Bradford</i></p> <p>This symposium includes 3 perspectives on an academic peer learning scheme at the University of Bradford: student engagement practitioners, programme staff and students. Together these discuss how established student engagement practice has been expanded to international students through the pre-sessional English programme, further supporting partnerships, transitions, building skills/employability and aiding engagement and community.</p>
2.12 - Papers	<p>Reflections on our understanding of the nature of student engagement Professor Colin Bryson and Georgina Brayshaw <i>Newcastle University</i></p> <p>In 10 years student engagement has risen in the UK from obscurity to prominence. As a pioneer of seeking to define and understand the nature of engagement. I offer a reconsideration of the conceptual nature and definition of student engagement- based on the views of leading commentators and recent literature.</p> <p>Revelations and New Perspectives - Investigating what types of Student Engagement contributes to a 'Sense of Belonging' and to what extent for students at the University of Winchester? Tom Lowe and Owen Humphrey <i>University of Winchester</i></p> <p>This research paper will report on a study that conducted at the University of Winchester to investigate students 'Sense of Belonging' at the HEI. This project has been conducted in partnership by Owen Humphrey, an MA and Tom Lowe, a Project Manager as part of the Winchester Student Fellows Scheme.</p>
2.13 - Papers	<p>What the institution allows: student perceptions of the impact of participation in a student-led feedback project Dr Saranne Weller <i>London South Bank University</i></p> <p>The role of the student voice in improving the quality of the student experience has been widely advocated. However, the difficulty in achieving genuine impact is increasingly recognised. This paper reports on an evaluation of student motivations and perception of impact in a students-as-researchers scheme at London South Bank University.</p> <p>Student Engagement through Peer Mentoring Jac Cattaneo <i>Northbrook College</i></p>

	<p>This session will consider how the collaboration between staff and students on a Peer Assisted Study Skills scheme has enhanced student engagement on Foundation Degrees, in the context of College-based Higher Education. Students not only participated in this pilot project, but helped to design the means of evaluating its impact.</p>
2.14 – Papers	<p>INSTEP: Internationalising Student Education in Physiotherapy Deborah O'Connor <i>Manchester Metropolitan University</i></p> <p>This paper outlines the results of a collaborative partnership between Manchester Metropolitan University, England and Turku University of Applied Sciences, Finland. The project aimed to enhance student engagement, and international partnerships, thus impacting on Physiotherapy education across both Institutions, using shared learning resources and collaborative student led working.</p> <p>India-based football-related placements: A case study of partnership Dr Christopher Sellars, Michael Singh, Arun Chander, Callum McCarthy & Alexander Oke Onobrakpeya <i>University of Wolverhampton</i></p> <p>This paper will draw on data from all stakeholders involved in developing and undertaking specific international sport placements in India. It will demonstrate the benefits and challenges of partnership working and illustrate the potentially transformational power of such student learning opportunities.</p>
2.16 - Workshop	<p>Action planning for School/department student engagement Jane Owens <i>Canterbury Christ Church University</i></p> <p>This is a practical workshop based on the experience of action planning for SE in the School of Law, Criminal Justice and Computing at Canterbury Christ Church University. Delegates will leave the session with the beginnings of an action plan and some clear ideas of how they can progress SE in their own institution.</p>
15:15 – 15:45	Refreshment Break
15:45 – 16:45	Parallel Session 3
3.11 – Paper	<p>Engaging students through a exchange visits between universities: the PICNIC scheme Emily Kirk and Colin Bryson <i>Newcastle University</i></p> <p>This idea was student initiated – involving students visiting universities other their own for a duration of up to a week. The purpose of this visit would be to gather and exchange information – that could be about student representation, or SE practices, or something specific including research fieldwork for dissertations/projects. We already have several partner universities and are currently inviting more to take part.</p>

	<p>'I wish I'd known about this earlier'. Student engagement in co-creation and promotion of learning opportunities to other students Janette Myers, Larysa Hlukha, Ele Clancey, Zohra Ahmed & Iqra Ahmed <i>St George's, University of London</i></p> <p>This session will consider a model of engagement that focusses on students' involvement in their own learning and that of peers. We will present the model, examine its appeal to students, showcase some outcomes of its first two years of operation and discuss the gains for participants, students and institution.</p>
3.12 - Workshop	<p>Who'd want to read about that? Publishing your work in the Student Experience in Higher Education Journal Rachel Forsyth <i>Manchester Metropolitan University</i></p> <p>This workshop will encourage colleagues to consider how to frame and manage their work with a view to publication in the RAISE journal, Student Experience in Higher Education. The aim is to make rigorous study of Student Engagement more accessible to more people involved in the field.</p>
3.13 - Workshop	<p>Building The Student Success Festival Faith Dillon-Lee & Jo Peksa <i>Middlesex University</i></p> <p>An interactive workshop based on Middlesex University's 'Student Success Festival', discussing how student and academic stakeholders can work together to design a large scale event aimed at engaging students in both their academic success and their social and mental well-being.</p>
3.14 - Workshop	<p>Student engagement through cross year collaboration - A Journey Suzanne Horton, Karen Bubb, Bethany Lunn & Pippa Judge <i>University of Worcester</i></p> <p>Student engagement and retention remains a priority for the Teacher Training course at University of Worcester. A cross year approach to academic and non-academic practices has enhanced the experiences of undergraduates. This workshop will allow participants to reflect upon this pilot and explore the process from student and tutor perspectives.</p>
3.15 - Workshop	<p>"If students were to be treated as equals...": facilitating meaningful student participation in university governance Caroline Heaton, Catherine Arnold & Dr Rebecca Khanna <i>Sheffield Hallam University</i></p> <p>"If students were to be treated as equals..." : facilitating meaningful student participation in university governance Our research is attempting to understand the actual and perceived impact of student involvement in University governance, with an emphasis on participation in committees. This workshop will introduce some findings from the research, and provide an opportunity for participants to explore models of student-staff partnership working, within a formal context.</p>
3.16 - Workshop	<p>The use of Peer learning to empower and inspire mature HE students, and female students in STEM Dr Ismini Vasileiou & Craig Banyard <i>University of Plymouth</i></p>

	Peer Learning is well established across countries focusing on subject specific sessions. But what happens when we use Peer learning for other problematic areas in Higher Education? Peer learning can be proven a strong vehicle to break taboos and stereotypes and with a student centred approach to have higher achievements.
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Free time for delegates to check into hotels	
18:00	Journal Launch and Wine Reception for REACT Special Issue of Journal of Educational Innovation, Partnership & Change
19:30	Informal Social at the Rain Bar for bar food and drinks 80 Great Bridgewater Street, MI 5JG

Thursday 7th September 2017 – Day 2

08:30 – 09:30	Registration & Refreshments
09:30 – 10:30	Parallel Session 4
4.11 - Papers	<p>A systematic review of student-staff partnership initiatives in higher education Andrew Struan & Scott Ramsay <i>University of Glasgow</i></p> <p>We will encourage attendees to consider the range of developmental opportunity they offer PhD students, as well as the benefit of close collaboration and partnership as a pathway into multi-disciplinary teaching, innovative student engagement, and outwards transitions. We will showcase a model of developing research students' graduate attributes / enhancing employability.</p> <p>Can't I Just Do a Placement?' Students as Partners in Project-Based Learning Juliette Wilson-Thomas & Mick Chesterman <i>Manchester Metropolitan University</i></p> <p>We have developed a new infrastructure and series of units for working on project-based units within the faculty of Education called EdLab. As well as engaging students in deep learning, this approach is designed to increase student engagement through autonomy and a link to student interests. This is a presentation on the practical experiences of implementing project-based education units working with students as partners.</p>
4.12 - Papers	<p>Long tables and engaging under-represented students Daniel Hartley, Nadia Nafedh & Dushant Patel <i>Queen Mary University of London</i></p> <p>This paper examines the potential for a 'long table' approach to empower and engage under-represented student voices. It will argue that though the approach holds potential to generate hope and insight able to inform institutional change, power relations can re-emerge.</p> <p>Partners for Life(cycle) Therese Reinheimer-Jones & Sian Thurgood <i>Kingston University</i></p> <p>Kingston believes that working in partnership with students is the future of student engagement. Student 'Connectors' input and shape projects at key transition points in the student life cycle ensuring services and support are informed by what our students need and want. We want to share results, challenges and learning.</p>
4.13 - Papers	<p>The "Sketchbook Film" Lucy Leake <i>Plymouth College of Art</i></p> <p>The Film team have developed the "Sketchbook Film" to aid in individual assessment. Essentially a micro documentary piece, the sketchbook film is submitted alongside the more substantial film project, offering the opportunity for each student to clearly situate their own practice, and to reflect on their skills and their role in the film production. They are required to critically analyse their creative decision</p>

	<p>making, and be self aware throughout the process of the film production, rather than waiting until their final crewed piece is finished. It is reflective practice in practice. In terms of student engagement the sketchbook film has so many genuine benefits to the students. It makes them self aware of their strengths, areas for improvement, their role in a production, and their emerging practice specialism.</p> <p>Engaging biomedical students with their course via an assessed professional development program Julia Choate <i>Monash University</i></p> <p>At Monash university, biomedical students were anxious about their career options and employability skills, leading to student attrition. This prompted a team of careers and biomedical staff to embed a professional development program into the curriculum, with assessments involving contributions to an eportfolio where students reflect on their career-related experiences and employability skills.</p>
4.14 - Papers	<p>Somewhere Over the Rainbow: Power, Pleasure and Subject Positions Associated with the Student Journey Geoff Bunn <i>Manchester Metropolitan University</i></p> <p>In this paper I articulate an uneven vision of how the ‘student journey’ might be understood in terms of power relations. A Lacanian pedagogy accounts for students’ actual lived experiences, abounding in false starts, detours, and breakdowns. These apparently sterile gaps, aimless meanderings and frustrated reversals make intellectual development possible.</p> <p>Nursing student-led simulation Dr. Sharon Edwards <i>Buckinghamshire New University</i></p> <p>Student engagement in their own learning attempts to demonstrate the importance of the role of the nurse at the bedside; and is about using students own practice in a way that connects it to the academic side of the course bringing them both to life.</p>
4.15 - Workshop	<p>Learning Partnership: Embedding a model that reinforces personal and professional development Madeline Worsley & Susan Gibbs <i>University of Portsmouth</i></p> <p>Exploring the process of partnership in action to gain an insight into sustaining and delivering a programme like the Learning Partnership. In this context, delegates will critically reflect on their practice. Discussing what reinforces a learning community and exploring how to capture, value and recognise student/staff experiences and transformation.</p>
4.16 - Workshop	<p>Exploring BME commuting students’ experiences: sharing practice for inclusive curricular change and institutional action Dr Susan Smith <i>Leeds Beckett University</i></p> <p>This workshop will explore the experiences of commuting students and the impact it has on their academic and cultural engagement. We will discuss and, explore ideas for curricular and structural interventions which might be useful in the workshop participants' own universities.</p>

10:45 – 11:45	Poster Session (with refreshments)	
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Using student engagement through partnership to drive innovation in learning and teaching at The Open University: a multidisciplinary approach

Helen Cooke, Kate Lister, Sue Lowe & Liz Ellis
Open University

For students studying at a distance – and particularly for those also studying across subject boundaries in a multidisciplinary way – student engagement poses a number of specific challenges at The Open University. However, this poster will describe how we have developed a collaborative, innovative approach to engage students in the development of appropriate, online learning activities across the three conference themes of People, Partnership and Practice.

The Academic Peer Learning Network

Catherine McConnell & Dr Ismini Vasileiou
University of Brighton; University of Plymouth

The Academic Peer Learning network is an international community that welcomes a broad range of peer learning models in higher education. Our poster offers information about models of peer learning, and representatives from the network will be present to discuss and build partnerships between the peer learning and RAISE communities.

‘Celebrating Ambiguity; Discourses and Narratives of Student Engagement’

Dr Catherine Hayes & Dr John Fulton
University of Sunderland

Metric driven evaluations of student engagement such as NSS /PTES have changed the original philosophical and operational stance of what student engagement actually is and how it is defined (Kuh, 2016). Discourses and narratives of student engagement ought to capture a broader picture of students than merely binary classifications that tell educators little of who students are as people well as what they constitute as an embodied skills set. Ambiguity is outlined here as one means of facilitating student engagement that equips people for society not merely a linear set of criteria.

Co-designing a new course as a way for students to engage with the educational goal of their institution of educating global citizens

Tatiana Bruni
Durham University

I am developing in partnership with students a new course that will deal with cosmopolitan communication. The teacher-student partnership is envisioned as a laboratory of democracy aimed at offering students a site where the educational objectives of the college concerning cosmopolitan/global/world citizenship are examined, embodied and negotiated by those, the students, to which they apply. By participating, students also practice a form of active community engagement, which in the field of education for global citizenship is considered an important aspect. The poster will present the first insights on the impact that dealing with concepts of global citizenship has on students’ own self-perception. Challenges will also be highlighted.

“The same but different – staff and student perceptions of difference and its impact on social and academic integration at MMU”

Henry Coleman & Rachel Forsyth
Manchester Metropolitan University

Nelson et al. (2009) state that first year experience is key to a successful university career. Interviews were conducted with staff and students to explore their experiences of induction and transition to university life. Staff were asked what they actually did to support student engagement during the

transition to HE, and students were asked to describe how . A key theme which was brought up by first year tutors in the interviews was building a ‘cohort identity’ to make first years feel a part of the course they were studying; some felt that not enough was done, and that this led to feelings of isolation. Another key theme was improving the learning environment at the university. This information was then looked at in the context of satisfaction and progression data for the relevant courses, to see what good practice might be identified and used to develop open educational resources which focused on encouraging student engagement. These will be demonstrated alongside the poster.

Co-designing assessment briefings and shaping a sustainable assessment

Anna Dolidze

University of Westminster

The Students as Co-Creators Assessment Briefing project made an important intervention with its three main aims: finding out if students understand the assessment briefings at Westminster Business School (WBS); exploring how the briefings can be improved or made more student-friendly; bringing consistency in the assessment briefings offered. Both secondary and primary data collection were undertaken. The findings showed, for example, students had difficulty in understanding assessment briefings as they would misunderstand academic terms; that students considered changing the design could assist them in better comprehending the briefings. To conclude, having clear and student-friendly assessment briefings designed in a way that complements the good teaching practices in class and aids the learners’ own development and growth is important.

Engaging students through a exchange visits between universities: the PICNIC scheme

Emily Kirk

Newcastle University

This idea was student initiated – involving students visiting universities other their own for a duration of up to a week. The purpose of this visit would be to gather and exchange information – that could be about student representation, or SE practices, or something specific including research fieldwork for dissertations/projects. We already have several partner universities and are currently inviting more to take part.

Each RAISE Special Interest Group will also have a poster

12:00 – 13:00	Parallel Session 5
5.11 - Pechakuchas	<p>Exploring the Reasons Why Students Fail to Engage with Taught Sessions at University Dr Gillian Marks, Dr Jeremy Oldfield & Judith Rodwell <i>Manchester Metropolitan University</i></p> <p>The present study used focus groups to explore reasons for non-attendance at university teaching sessions. Four themes emerged: the key role played by a sense of belonging to university; the evaluation of the teaching that took place; perceptions of being a consumer; and the external pressures that students face.</p> <p>Student Engagement - whose voice is it anyway? Tommy George, Kirsty Miller & Emma Williams <i>University of Lincoln</i></p> <p>Not all students can be (or want to be) SuperEngaged, but can we ensure the voices of the few reflect the will of the masses? We will discuss the problems of communication within a large school, and the launch of our student-led blog, DigiPsych to improve communication and academic community.</p>

	<p>#NBSdiscover, 3-7 October 2016. Reviewing and reimagining retailing in Nottingham. Amanda Thompson and Nelson Blackley <i>Nottingham Trent University</i></p> <p>#NBSdiscover, 3-7 October 2016. Reviewing and reimagining retailing in Nottingham. This unique induction week at Nottingham Business School (NBS) provided an early opportunity to introduce all 1200 new undergraduate students to the NBS mission and values through an active, whole school, business-focused task, involving external stakeholders.</p> <p>Working title 'Creative Network': a place for collaboration and professional development Tracey Means <i>University of Lincoln</i></p> <p>Building 'The Creative Network', a place for students: To find opportunities to work together, To grasp hold of professional development by developing their own profiles, To be inspired by an evolving visual showcase of work and informative content, with building community at its core.</p> <p>Describing a project in which a team of students design and build their own classroom Dr Ian Bride <i>University of Kent</i></p> <p>A student team project to design, model and construct an outside classroom/social/making/event space to the rear of my School (of Anthropology and Conservation). A cross-faculty team of students are creating a building using primary materials they themselves have sourced and processed from the University's extensive woodlands.</p>
5.12 - Symposium	<p>Students as researchers of education or student experience related questions Maggy Fostier, Will Carey, Marcia Ody, Sue Goldrick, Henri Egle Sorotos, Ella Terasa & Nicholas Weise, <i>University of Manchester / University of Manchester Students' Union</i></p> <p>In 2016, we employed and trained twelve undergraduates as project researchers, focusing on exploring in interdisciplinary teams aspects of interest within broad student experience related themes, e.g. benefits of peer communities. This symposium will present an evaluation of the pilot and explore how this approach can be adapted.</p>
5.13 - Papers	<p>The 5Ps of Transition and Induction Penny Sweasey <i>Manchester Metropolitan University</i></p> <p>The five conference themes will be used as a framework to explore how several projects focusing on transition has led to an integrated approach to all aspects of students' transition and induction into HE and their early first-year experience.</p> <p>Personal academic tutoring and student engagement: what works? Dr. Marie Stowell <i>University of Worcester</i></p> <p>Based on a report undertaken last year and a more recent investigation into Personal Academic Tutoring (PAT), this paper presents findings that students are best</p>

	<p>engaged in taking responsibility for their own learning when PAT is embedded into a course as a key part of a wider 'wrap-around' student experience.</p>
5.14 - Papers	<p>STEP4Excellence: Reflections on evolving student experience initiative Stephen McVeigh & Robiu Salisu <i>Swansea University</i></p> <p>Swansea University's STEP4Excellence initiative is at an ideal point in its life cycle to think back and look forward. This paper will review the aims and ambitions of the initiative. It will detail the range of enhancements that have emerged and it will identify the future evolution of student engagement.</p> <p>More than words can say: exploring the potential of feedback to foster the staff student relationship in higher education, based on an analysis of the free text responses in the Irish Survey of Student Engagement. Angela Short & Gerry Gallacher <i>Dundalk Institute of Technology</i></p> <p>Drawing on free text student authored comments contained in the first three years of the Irish Survey of Student Engagement, the paper will explore the potential of feedback (face to face and technology enhanced) to foster closer relationships between staff and students- arguably a neglected domain in higher education.</p>
5.15 - Papers	<p>Peer influence on career behaviours: A case for partnership working to increase student engagement with careers and employability support in Higher Education Anne Delauzun <i>University of Warwick</i></p> <p>A proportion of higher education (HE) students appear to be taking careers and employability support into their own hands, organising workshops, employer talks and networking events. Perhaps it's time careers professionals stepped back and left them to it? Or perhaps partnership is the answer? Whether through transmittal of expectations or information, as role models, collaborators or supporters, there is much to suggest peer influence could be better harnessed as a means of increasing and deepening opportunities for student engagement in career learning. Drawing on this, this paper considers implications for the design and delivery of HE careers and employability support.</p> <p>Student jobs on campus - engagement, belonging and confidence Luke Millard <i>Birmingham City University</i></p> <p>This paper reports on a doctoral study that seeks to unpick the impact of student jobs on campus on student learning and behaviours. Through a survey and focus groups I was able to explore the impact of work on campus on students. The findings offer challenges and solutions around engagement, belonging and employability.</p>
5.16 - Papers	<p>Student engagement in curriculum and module development Jo Foster & Eleanor Allen <i>University of Nottingham</i></p> <p>An opportunity to involve a group of engaged undergraduate students into the content delivery of a year three module, has arisen within a Russell group University. Student engagement in curriculum development is an important part of student experience, satisfaction and could help redresses the power balance between student and teacher.</p>

	<p>International Experience: A co-created journey Professor Laura Ritchie, Simon Arthurs & Danielle Thomas <i>University of Chichester</i></p> <p>In the module, International Experience, students create elements of the curriculum, content, planning and delivery. The underlying principles are transferrable to other subject areas and The practice, skill, and learning achieved feeds into professionalism, interpersonal communication, and a portfolio serving for future employability.</p>
13:00 – 14:30	Lunch and Annual General Meeting (with committee elections)

14:30 – 15:30 Plenary	<p>RAISE Looking Forward - Panel</p> <p>Chaired by Colin Bryson, a panel of students and staff will discuss the current position of student engagement – and link this to the main theme of RAISE17. We will consider how RAISE should respond to this. All delegates are welcome to participate in this debate.</p>
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15:45 – 16:45	Parallel Session 6
6.11 - Paper	<p>Belongingness, engagement and self-confidence: findings from ‘What Works?’ Mantz Yorke <i>Lancaster University</i></p> <p>A survey of 'belongingness', engagement and self-confidence was administered on seven occasions to selected cohorts of students in 13 UK universities, as part of the 'What Works?' programme which ran between 2012 and 2016. The presentation will focus on findings from across all the participating universities.</p> <p>Student Engagement - What is it good for? Kirsty Miller & Garry Wilson <i>University of Lincoln</i></p> <p>Are engaged students ‘born’ before they arrive at University (does the initial snapshot of our students provided at the start of the 1st year predict student behaviour over the 3 years of the course?) Or does our degree programme ‘create’ student engagement? Do students with greater student engagement achieve better results?</p>
6.12 – Workshop	<p>Old Shoes or New Pavements; Reflexive workshop on student engagement and partnerships past, present and future Sarah Graham & Ruth Furlonger <i>Newcastle University</i></p> <p>Maintaining strong student engagement initiatives across time and with rising student numbers (scaling up) is a real challenge. Was it just nostalgia that makes us feel that the early days of bringing in all these innovative ideas into a programme were exciting? The workshop will involve participants through dialogue and group activities in reflecting on student engagement and partnership to gather views on sustainability with the aid of provocative triggers.</p>

6.13 – Workshop	<p>"Because they're worth it"- how the systematic analysis of the national student free text responses contained in the ISSE data can provide a robust and effective tool to track and improve student engagement.</p> <p>Sean O Reilly <i>Irish Survey of Student Engagement Project & Dundalk Institute of Technology</i></p> <p>Systematic analysis of the free text responses contained in the Irish Survey of Student Engagement generates richer data and stories, gives voice to student perceptions of engagement, and when combined with quantitative results can provide clear signposts to targeted actions that can improve the student engagement experience.</p>
6.14 - Workshop	<p>Training Student Partners and the Role of Staff in Partnership</p> <p>Jake Hibberd & Simon Allington <i>University of Exeter</i></p> <p>This workshop will challenge delegates on the role of staff in partnership, specifically around supporting students' development to work as effective partners. Should we train student partners? Does this compromise the principles of partnership? We will draw on student engagement developments at the University of Exeter to guide our discussion.</p>
6.15 - Papers	<p>Student Knowledge in Learning and Leadership: How an active and collaborative approach can help students articulate on their experience being involved with active Student Engagement</p> <p>Samuel Geary & Jamie Morris <i>Birmingham City University</i></p> <p>Birmingham City University runs a SEDA accredited course which focuses on Student Knowledge in Learning and Leadership (SKILL). The programme aims to provide an introduction to the philosophies and values that underpin student learning. This paper presentation will reflect on the impact SKILL and the Student Fellow award, which students also achieve, has had on students at Birmingham City University.</p> <p>'Heads or Tails? A Situational Analysis of Two Signature Pedagogies; an Epistemological Stance for Student Engagement'</p> <p>Catherine Hayes, Colin Rennie & Dr John Fulton. <i>University of Sunderland</i></p> <p>This paper provides an insight into a Situational Analysis (Clarke, 2005) between two signature pedagogies (Glass and Ceramics and Biomedical Science). Theoretically investigating and disseminating best practice from the Faculty of Art and Creative Industries, was adopted as a methodological approach in providing a valuable contextual insight into student engagement</p>
6.16 - Workshop	<p>Realising Place: an arts college model of 'student engagement'</p> <p>Sarah-Jane Crowson & Matilda Gomersall <i>Hereford College of Arts</i></p> <p>This session is designed to enable delegates to experience ideas of 'engagement' from a student-led arts college perspective. As a part of the rhizomatic learning experience offered by a small arts college, 'student engagement' has wider meanings, involving ideas of physical 'place' and the local community.</p>
19:00	Conference Dinner

Friday 8th September 2017 – Day 3

Time	Item
08:30 – 09:30	Registration & Refreshments
09:30 – 10:30	<p>Special Interest Groups</p> <p>Assessment Digital Inclusive Practice Partnership Postgraduate & Professional Practice Research and Evaluation</p>
10:45 – 11:45	Parallel Session 7
7.11 Papers	<p>Engaging commuter students - what can we do? Jane Southall & Hilary Wason <i>Kingston University</i></p> <p>HEIs must adapt to the needs of increasing numbers of commuter students who chose to remain at home and view university differently. For them, engagement means participating in taught sessions and assessment regimes rather than on new activities and friends. HEIs need to recognise this and offer a suitable experience.</p> <p>Engaging mature students on campus with a vertical mentoring scheme Claire Bowes & Katy Wild <i>University Centre Peterborough</i></p> <p>Mature students are less likely to participate in extracurricular activities due to external commitments. A vertical mentoring scheme was trialled to try and improve mature student engagement. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction highlighted substantial improvements.</p>
7.12 Papers	<p>From students as curriculum receivers to students as partners in curriculum planning Michelle Joubert & Bohan Chen <i>Durham University</i></p> <p>This presentation is based on a funded year-long UKCISA pilot project attempting to find out whether staff-student partnerships are an effective method to improve academic writing provision. We are looking back and redesigning academic writing courses in partnership with international students, and looking forward to developing partnership projects in future.</p> <p>What helps students to engage with the academic environment? Jessica Baily, Samantha Linton, Alex Prestage & Emma Nagouse <i>University of Sheffield</i></p> <p>Our research explored student engagement in the academic environment from a student perspective. We will highlight potential barriers to engagement and factors that facilitate engagement, and examine how these interact with</p>

	<p>students' backgrounds and lives beyond the University. We will consider how to make engagement opportunities more inclusive.</p>
<p>7.13 Papers</p>	<p>Placement PAL Leaders - Students helping students prepare for their sandwich placement Vianna Renaud <i>Bournemouth University</i></p> <p>The aim of the session is to share how a pilot project of final year students serving as peer mentors supporting second year students on employability skills has been successfully implemented across Bournemouth University. The development from pilot project to campus wide initiative, engagement, and learned lessons will be discussed.</p> <p>A 'Blueprint' for Peer-Based and Collaborative Learning in a Teaching Laboratory. Dr Sweta Ladwa <i>Loughborough University</i></p> <p>We have developed a blueprint which is focused on student engagement through peer-based learning within a laboratory environment. The blueprint has been developed in partnership with current students to test its effectiveness and suitability for use in Chemistry undergraduate teaching laboratories.</p>
<p>7.14 Papers</p>	<p>Engaging teachers engaging students using educational conversations Ann Wilson <i>Navitas, Australia</i></p> <p>This paper explores the work of an academic development unit using an online course on engagement to reach a global constituency. Graduates of the course then share the changes to their practice which focus on increasing engagement with their global colleagues in a webinar presentation.</p> <p>Academic staff perspectives on student engagement: experiences from a Postgraduate Certificate in Academic Practice in a research intensive institution. Dr Catherine Bovill <i>University of Edinburgh</i></p> <p>I will present findings from an evaluation of a student engagement course for academic staff, to 1) demonstrate how staff definitions of student engagement changed; 2) highlight elements of the course that staff found most engaging, and 3) examine the focus of enhancements that staff proposed making after the course.</p>
<p>7.15 Papers</p>	<p>Same content, different context: A comparison of transnational student engagement at one university in Scotland, Dubai and Malaysia. Rebecca Maxwell-Stuart <i>Heriot-Watt University</i></p> <p>Transnational Education (TNE) initiatives are on the rise across the globe as universities seek to further their internationalisation strategies. This paper will present findings from a series of observations conducted at Heriot-Watt University's campuses in Edinburgh, Dubai and Malaysia. A series of themes will be used to compare the differences in student engagement practices at the three campuses.</p>

	<p>"I want something better for my children". A study of the 'experiential capital' of first generation mature students in HE. Julia Hope <i>University of Kent</i></p> <p>This paper presents the transition experiences of mature first generation students at an English Higher Education Institution. The study captures how these students moved into and took up their place at university and engaged in study. It focuses on how this mature (aged over 25) cohort drew on their life-journey and work experiences. Explored is how attending university impacted the students and their families. Suggested is that these students brought to HE, a variety of capitals especially what has been termed by Yoss, (2005) as 'experiential capital'.</p>
7.16 Papers	<p>Student Engagement, Reflexivity and a 'Sense of Belonging' Paula O'Brien, Sophie Hennie, Kimberly Leather & Mzingaye Ngwenya <i>University of Lincoln</i></p> <p>It is argued that student engagement is most effective when it is taken beyond just consultation or participation and towards rich and active partnership. The paper will evidence how reflexive practice on the part of students, tutors and other staff can play an important role in terms of 'sustainable student engagement'.</p> <p>A Creative Exchange: exploring student engagement and learning through a creative collaborative approach to module evaluation Lucy Chilvers, Sarah Bennett & Alice Fox. <i>University of Brighton</i></p> <p>Findings are shared from a student-staff collaborative approach to module co-production and evaluation on the MA Inclusive Arts Practice, using creative methodologies and pedagogic practices for facilitating reflection and dialogue. Findings illuminate the impact of pedagogic practices on students' learning and academic engagement; transferability across disciplines shall also be explored.</p>
12:00 – 13:00	Parallel Session 8
8.11 - Papers	<p>Co creating by degrees – working in partnership to produce a model of student engagement in pedagogic co creation Dr Sue Becker, Sarah Morris, Dr Gill Owens, Jana Runze, Danel Hopps, Victoria Bainbridge & Mark Wylie <i>Teesside University; Bishop Grosseteste University; University of Twente</i></p> <p>The project has used Grounded Theory to analyse interviews; drawings and focus groups with staff and students including Erasmus exchange students to produce of model of student engagement with pedagogic co creation. The model highlights cognitive and affective strategies b to improve the holistic experience of partnership working.</p> <p>Staff-student partnership – a mind-set change for all Roisin Curran <i>Ulster University</i></p> <p>Whilst the process of student-staff partnership can be very different across the disciplines, suggesting that one size does not fit all, the evidence-base presented here indicates that partnership works best when it becomes a mind-set and not just at individual level. It is predicated on relationship building, which breaks down the 'them and us' status quo and enhances student belonging, self-</p>

	confidence and engagement, which is critical to enabling student success.
8.12 - Papers	<p>Student Reflections on Student Led Research Yves Fuala, Phillipa Iliff, Shirley-Anne Kennedy, Dan Edmonson & Dr Duncan Cross. <i>University of Bolton</i></p> <p>This presentation will focus on the student reflections of the first 6 months of a student led research project, allowing the team to reflect back on their experiences and action lessons learnt going forward whilst investigating technology enhanced learning and teaching.</p> <p>Developing digital literacies: Can we enhance the expectations, experiences, and capabilities of students? Tom Clark <i>University of Sheffield</i></p> <p>This paper will reflect on a project that utilised a model of staff-student partnership to map levels of digital literacy within a sociology programme. It will then reflect on some of the challenges that emerged when working with key stakeholders to implement the recommendations that emerged from the project.</p>
8.13 - Workshop	<p>Developments in partnership working at the University of Sheffield Robert McKay, Scott Dawson, David Forrest & Reem Abdegalil <i>University of Sheffield</i></p> <p>This symposium will present current work at the University of Sheffield aimed at embedding rich and constructive dialogue between students and staff in University activities. Drawing on four case studies addressing student representation, student engagement internships and strengthening the student voice, we will reflect on the different partnerships that are being utilised and developed through this work and the challenges of trying to move towards a more genuinely collaborative relationship between students and staff.</p>
8.14 – Workshop	<p>Consultation and Co-Designing a Post Graduate Certificate in Student Engagement in Higher Education for Student Engagement Practitioners Tom Lowe <i>The University of Winchester</i></p> <p>This workshop offers an interactive opportunity to discuss and feed in to the design and conceptualisation of a Post Graduate Certification award and programme proposed by the University of Winchester for academics, practitioners and student interested, working in or research Student Engagement in Higher Education.</p>
8.15 - Workshop	<p>Student Engagement: Who Takes Responsibility? Tanya Lubicz-Nawrocka <i>University of Edinburgh</i></p> <p>Participants will work in small groups and indulge their creative sides to develop collages that demonstrate what students and staff contribute to facilitate student engagement. It will explore conceptualisations of student engagement and responsibility for it within the classroom, and then it will look specifically at engagement within student/staff partnerships.</p>

8.16 - Symposium	<p>What's in it for me? What's in it for you? What's in it for us? Students and staff from Bangor University School of Health Care Sciences showcase different perspectives on student engagement and examine who gets what from the student engagement pie... Elinor Smith, Natasha Rowe, Sophie Burgess, Angela Williams & Peggy Murphy <i>Bangor University</i></p> <p>Student Engagement at Bangor University means enabling students to take an active role in the development, management and governance of the University, academic programmes and learning experience. This symposium showcases five student engagement projects when staff and students work in partnership.</p>
13:00 – 14:00	Lunch

14:00 –15:00 Keynote	<p>Why do you engage in Student Engagement? Will Carey</p>  <p>We often hear from students about what impacted and enhanced their individual/collective engagement journeys. What was the first ‘hook’ that started them on the road to (hopefully?) being ‘super engaged’, but what about us, the practitioners, the researchers, the enablers; why do we do it? In this keynote, I will share some unheard engagement journeys and ask if some of our community’s models (those intended for students) can be applied to those of us working in Student Engagement.</p> <p>William Carey recently took a leap into the (almost) unknown - and is now the Head of Education and Advocacy at University of Manchester Students’ Union, after working in student engagement roles at The University of Manchester. His work passions and energy comes from peer learning, first year experience and enabling student/staff partnerships for institutional change - particularly when reaching beyond Manchester/UK and into Europe to support colleagues to effect change in their institution.</p>
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15:00 – 15:30	Conclusion	G29
15:30	Close	

PICNIC – the Student Exchange Scheme

Partnership
Innovation
Collaboration
Networking
Improvement
Creation



This initiative is endorsed by RAISE but operates on a stand alone basis. This scheme enables students to visit another UK university to gather and exchange ideas and information about, e.g. enhancing student representation, or student wellbeing, or any other relevant issue/policy, and/or to inform a research project they are undertaking (e.g. for a dissertation). The duration of the visit is up to one week with any costs incurred met by the sending university.

This offers benefits to the student of immersing themselves in a different environment, gaining responsibility and confidence at the same time as allowing universities to share good practice.

A network of partner universities has been established already. E are currently building a wider network and invite you to take part

Visit our website: <http://www.raise-network.com/picnic/>

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NB to find out more go to Emily Kirk's session at RAISE17 or speak to her at the poster session